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ABSTRACT

The emphasis of the bibliography on parents, teacher aides, and inservice education is on the utilization of parents as teacher aides in school and at home to foster the fullest development of children. Its stated purpose is to provide a resource for persons desiring information on the maximal enhancement of the interactions between parent and child, teacher and child, and teacher and parent. Entries deal with such topics as parent attitudes, parent child relationships, teacher-parent cooperation, paraprofessional programs, teacher aides' roles and reactions, parent education, inservice programs, family influence, and other related topics. Appended notes are comments and quotations collected by the author in an initial attempt to compile information for a monograph on the utilization of parents as teacher aides. They deal with instruction and utilization of parents and the home in early childhood programs for exceptional children in particular. (KW)

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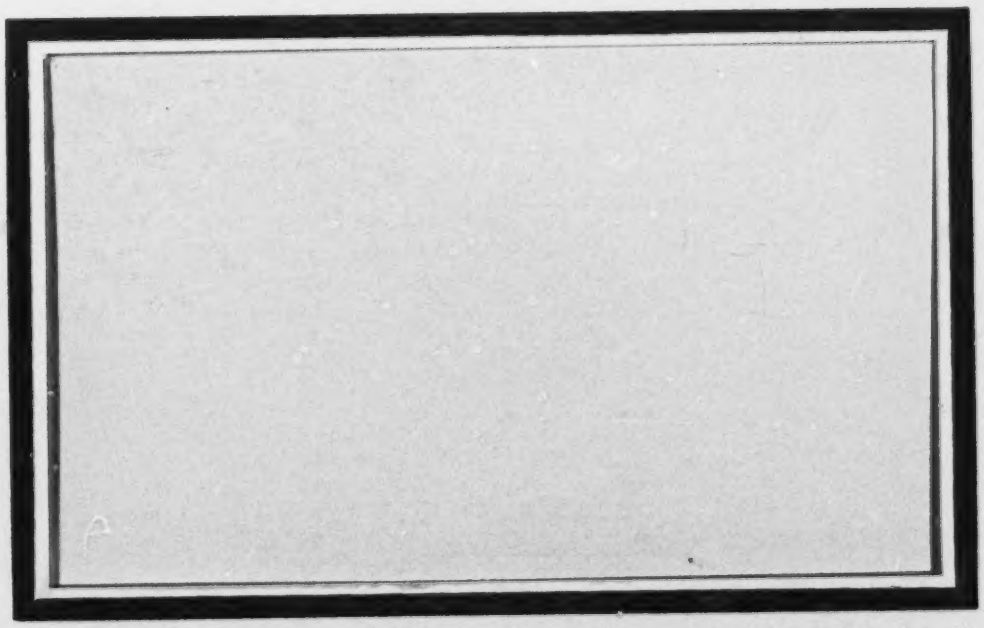

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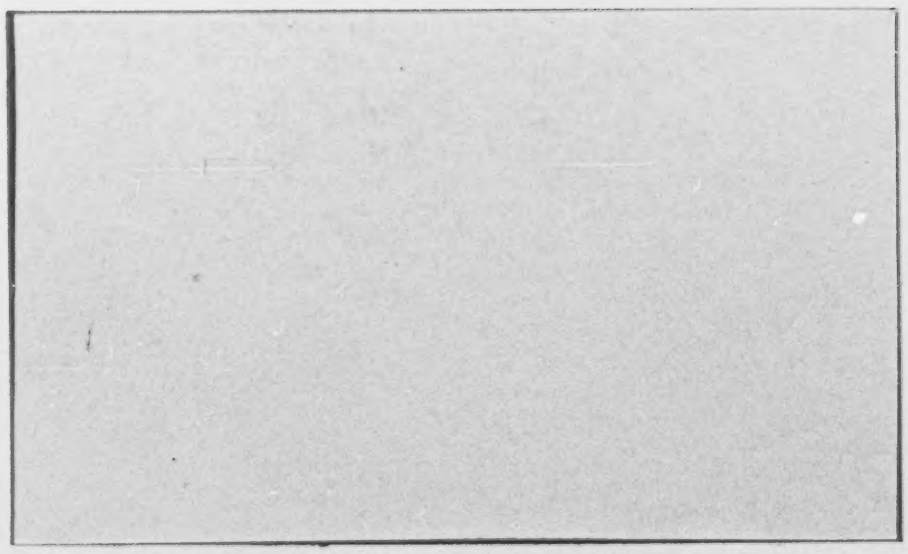

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# SELECTED BIBLIOGRAPHY AND NOTATIONS:

# PARENTS, TEACHER AIDES, AND IN-SERVICE EDUCATION

by

Martin Kaufman

Vol. I No.7

Research Associate - Staff Training Project

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## INTRODUCTION

The emphasis of this bibliography is on the utilization of parents as teacher aides at home and in the school. The author believes that the current emphasis on early childhood education for exceptional children can only experience its greatest fruition through parents who have been educated and counseled in recognizing and meeting the developmental needs of their children. The professional educator must recognize that the school is an extension and expansion of the home environment and not a replacement or substitute.

The author believes that the long-term goals of achievement, acceptance, and adjustment can best be fostered through cooperative efforts between parent and educator. The dissemination and utilization of information pertaining to social, emotional and academic development by the educator can be greatly enhanced by the enlistment of parents. The preschool child is in large dependent upon the family for models of behavior and language development. These models are reflected in his social, emotional and cognitive competence and performance.

The parent directly, and indirectly, imparts knowledge, fosters moral judgment, and provides experiential opportunities to develop divergent and convergent reasoning. The professional educator's objectives as often stated in curriculum programs certainly coincide with the above. The purpose of the following selective bibliography is to provide an initial resource for those interested in maximally enhancing the interactions between parent and child, teacher and child and teacher and parent.

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## APPENDIX

The following notes are comments and quotations collected in an initial attempt to compile information for a monograph on the utilization of parents as teacher aides. They are included herein as an appendix to the bibliography. The author hopes that these selective notations are of use in stimulating ideas and interest in the instruction and utilization of parents and the home in early childhood programs for exceptional children.

Alexander, S. K. What teacher aides can and cannot do. Nations Schools, August 1968, 82, 23-25.

DEFINITION

Maine- Teacher aide as a noncertificated person whose duties are limited to assisting a certified teacher. (p. 24)
Aides must be seventeen (17) years old, a graduate of a secondary school and have the moral character required of teachers.

LEGISLATION

In 1967 Congress enacted the Education Professions Development Act. This act provides for state education agencies to submit state plans which include programs to obtain services of teachers aides to provide them with preservice of inservice training which will enable them to perform their duties better.

Using a sample of large school districts, a recent report found that 40% of all teacher aide programs were started in the 1965-66 school year and 36% between 1960-1964.

A legal question has been "Does a school district have the authority to expend public funds for teacher aides in the absence of statutory authority?"

In Minnesota the following decision was cited by the court:

> "The purpose of the corporation is to maintain efficient free public schools...and, unless expressly restricted, (the schoolboard) necessarily possesses the power to employ such persons as are required to accomplish this purpose. Education of a child means more than merely communicating to it the content of textbooks."

(State vs. Brown, 112 Minn. 370, 128 N. W. 294.)

During 1965, Washington (Washington Code, Chapter 18, 1965) and Massachusetts (Massachusetts Code, Chapter 164, Act of 1965) legislation passed laws authorizing local school districts to employ noncertificated personnel to supervise pupils in noninstructional activities.

In 1966, California legislature authorized approval of projects for noncertificated school aides for use in compensatory education program in grades K-6. (California Legislature, Senate Bill No. 28, 1966.)

Nevada and Illinois in 1967, enacted legislation which provided for even wider use than California or Washington statutes. (Nevada Code, Chapter 201, 1967), (Illinois Legislature, HB 7107 and HB 1889, 1967). Nevada's law enabled aides to help in instructional activities if supervised. Also local boards of education employing paraprofessionals must develop written policies governing their duties. (24)

Ambinder, W. J. Teaching child management techniques to foster parents. Journal of School Health, April 1969, 39, 257-261.

PARENTS

In many foster homes, harsh, punitive disciplinary techniques are

invoked in most crisis situations. (Ambinder, 1965).

Communication theory and techniques to foster parents is a task made more difficult not only by barriers of language and literacy (Ambinder, 1963) but also because sometimes the 'homegrown' techniques of foster parents reflect centrally held values and biases. (p. 257)

Foster parents lack alternatives to choose from in discipline.

Detroit Foster Homes Project (funded by NIMH) was established to demonstrate the utility of specialized foster family care for ED boys; to develop techniques for training parents in caring for such children, and to train foster parents in the use of these techniques. (p. 258). Boys ranged in age from seven to twelve. The purpose of this study was to determine if changes in the foster parent techniques of management occurred over a period of time when the foster parents were being 'educated' in management techniques. Each home was visited at least once a week. Information was obtained from parental report of crisis incidents. Records of ten children were studied. (386 incidents). Each incident rated on three scales:

1. Effectiveness of techniques
2. Communication
3. Relationship

Each area was rated from one to five (1-5).
No improvement demonstrated.
Other delivery system may be more effective.

Anderson, M. Utilizing paraprofessional programs. Wisconsin Journal of Education, November 1968, 101, 21-22.

Department of Elementary Education of Wisconsin State University-Osh Kosh and the Shawans public schools developed a paraprofessional preparation model.

Was a workshop model, including three areas of concern:

1. Orientation to school philosophy, organization of classroom routine.
2. Educational and learner related objectives.
3. Curricular understanding and exposure.

Evaluation consisted of attitude scale and concept description inventory administered pre and post.
Objective ID above presented to teacher and aides.
Flanders Interaction Analysis
VICS Interaction Analysis
Seventeen afternoon workshops held, continuous evaluation and feedback.

Andronico, M. and Guerney, B. A psychotherapeutic aide in a headstart program. Children, January-February 1969, 16, 14-17.

PLAY THERAPY
PARENTAL AIDES FOR ED KIDS

One theory that non-professional persons may successfully serve as

child psychotherapeutic aides in Headstart Projects, the Riegel Ridge Paper Foundation Headstart Project in Milford, N. J. Has experimented with the treatment of ED children through a nonprofessional neighborhood worker who had previously been trained in the principles of play therapy through a "filial therapy" program. (p. 14).

In its unmodified form, filial therapy is a method whereby parents of ED children work with their children at home for brief periods of time, using the principles of child-centered (Rogerian) play therapy taught to them by professional therapists. (p. 14).

Parents learn these principles in groups of 5-8, which meet regularly for two hours a week. The aim is to provide the child with a time during which he receives unconditional attention, respect, and acceptance from an adult important to him and during which he can express his own wishes, needs and feelings through imaginative play, and through interaction with the adult. This type of experience over a period of time is expected to allow the child to become more aware of his true feelings - positive and negative--to resolve conflicts about his feelings and learn to express them in appropriate ways, and to develop the kind of positive regard for himself and for others so often lacking in troubled children.

During the first group session with the parents, a professional therapist briefly explains the principles of play therapy and encourages the parents to express whatever feelings they have about the therapeutic role they are being taught to take. In the next few sessions, the parents observe the therapist taking the play therapy role with their children, one at a time. After a few weeks, each parent has an opportunity to demonstrate in a play session with his or her own child what has been learned while the group and therapist observe through a one-way mirror.

Parents sent home to work with child, but attend weekly sessions for on-going training.

As in filial therapy, the training would involve teaching the aides:

1. To try to understand how the child presently feels.
2. To accept the child's feelings no matter what they are.
3. To allow the child always to take the lead in determining how he uses his play time.
4. To enforce the rules of the session with complete firmness while remaining empathetic and noncritical.
5. To demonstrate to the child that his needs are indeed being understood and accepted, by making appropriate, but brief, statements.

Aide had regular thirty minute therapy sessions twice a week with each child. Did this for sixteen (16) weeks.

COMMENTARY

Murphy, L. B. A psychotherapeutic aide in a headstart program - Commentary, pp. 18-22.

Questions addressed to child of parents as aides.

Mother acting two different ways, (home and school) (p. 20 ).

Solwit, A. J.

Questions mother's role as therapist (p. 20).

Fishman, J. R.
Aide work as a "linkage" between neighborhood and service component. (p. 21).

Arsenian, J. M. Young children in an insecure situation. Journal of Abnormal and Social Psychology, 1943, 38, 225-249.

Arsenian's Ss were twenty-four (24) children of unspecified sex, whose ages ranged from 11.2 to 30.1 months.

All attended the nursery at the Massachusetts State Reformatory for Women.

Some of the kids lived with parents in the nursery while others didn't, possibly affecting the experimental situation.

Arsenian placed her Ss in a strange room for five minutes on every other day.

16 children were left alone in the room.

8 children were accompanied by familiar adult.

3 of 8 children by mother

5 of 8 children by substitute mother.

Observations directed at two classes of behavior:

1. adaptive - play locomotion, speech
2. emotional - thumb-sucking, fingering parts of body, arm waving, and foot stomping.

Arsenian offered no evidence as to the reliability of her observations.

1. Ss showed adaptation to the novel situation.
2. This was facilitated by parents or substitutes and by their absence was impeded.

Baldwing, A. L., Kalhorn, J., and Breese, F. H. Patterns of parent behavior. Psychological Monographs: General and Applied, 1945, 58(3), (Whole No. 268).

One area of controversy that still requires clarification has centered about the social environment in the home and its effects upon the intellectual performance on the child.

Baldwing, Kalhorn, and Breese reported that children reared in families characterized as Acceptant-Democratic-Indulgent showed higher IQ scores and more favorable changes in IQ, over several years, than children from authoritarian rejecting homes.

Bell, R. Q. Retrospective attitude studies of parent-child relations. Child Development, September 1958, 29, 323-338.

Discusses limitations of retrospective studies. No direct studies have been carried out in the relation between parental attitudes measured by questionnaires and the actual behavior of parents with children.

Biglin, J. E. The relationship of parental attitudes to children's academic and social performance. Unpublished doctoral dissertation, University of Nebraska, 1964.

Biglin had little success in attempting to relate parent's attitude (as measured by the Nebraska Parent Attitude Scale) to academic achievement when intellectual ability and socio-economic status were controlled. The explanation of such differences would probably be found in the nature of the attitude scales utilized or in differences between interview results and those of attitude questionnaires.

Bing, E. Effect of childrearing practices on development of differential cognitive abilities. Child Development, 1963, 34, 631-648.

N=60 mothers of fifth grade children.
Children all had similar total IQ scores.
Divided by sex into high and low verbal groups.
Data was obtained from questionnaires and from interviews with the mother as well as from observation of an "interaction situation" during which the mother engaged in various problem-solving activities with the child.

Findings:

Responses on the retrospective questionnaire and interview indicated that mothers of "high verbal" children provided more verbal stimulation in early childhood (highly significant for boys but not for girls).

These mothers also remembered more of the child's early childhood accomplishments (significant for boys, not for girls), were more critical of poor academic achievement, provided the child with more storybooks, and let him take a greater part in meal time conversations.

Time spent reading to the child by the father was associated with high verbal scores for girls only, although no comparable association was found for reading time spent by mothers with the child of either sex.

In the observational situation, mothers of children with high verbal ability generally provided more assistance voluntarily, provided it socner when requested by the child, and pressured the child more for improvement.

Call, J. D. Games babies play: mother and child. Psychology Today, January 1970, 3, 34-37.

PARENTS AND INFANTS

The skillful mother will allow her infant to experience manageable amounts of frustration and anxiety so that he may become gradually disillusioned with his omnipotent ideas. It is by becoming disillusioned that he learns the limitations imposed by external reality on his wishes. If, however, he has never developed illusions of omnipotence, he cannot in face, become disillusioned and the external world becomes for him a hostile place; his only reasonable response is withdrawal or defense. (p. 34 ).

Play is the earliest and most basic of the infant's spontaneous, non-drive-oriented behaviors. For games to reach their full potential, parents

must reciprocate and contribute a back and forth quality. It is through this reciprocity after all, that the child learns to tell whether an object is human or inhuman. (p. 35).

Three conditions for play to develop:

1. A certain familiarity with the routine of an environment. This requires a period of consistent care in one setting over a period of a few days at least.
2. An optimum level of attentiveness to the environment. Play will not develop in the presence of overwhelming drives, tensions, deprivation or threat.
3. The child has control over the parts of his body that are used in the game. Hence, play initially centers around the mouth. (p. 34).

The main distinction between play and games is that games proceed according to rules which give structure and sequence to the play. (p. 34).

Chance, J. E. Independence training and first graders' achievement. Journal of Consulting Psychology, 1961, 25, 249-254.

Chance found that first-grade children (particularly girls) whose mothers favored earlier demands for independence made less adequate school progress.

Cox, F. N. & Campbell, D. Young children in a new situation with and without their parents. Child Development, March 1968, 39, 123-131.

PARENTS

Two experiments were undertaken to investigate the effects of the presence and absence of mothers upon the behavior of young children in a new situation. In the first experiment twenty subjects whose ages ranged between 13 and 15 months were observed while they played in a strange room. Half of the Ss had their mothers absent for four out of twelve minutes, while mothers were present all of the time for other Ss. Absence of mothers was associated with response decrements in speech, movement and play; these effects abated when the mothers returned. In a second experiment, the same treatments were administered to twenty subjects whose ages ranged between 20 and 37 months; similar, but less intense effects, were found.

Crandall, V. J., Dewey, R., Katovsky, W., & Preston, A. Parents' attitudes and behaviors and grade-school children's academic achievements. Journal of Genetic Psychology, 1964, 104, 53-66.

The findings indicate a similarity between intellectual achievement values that parents hold for themselves and those they expect for their children, as well as a relation between intellectual expectations and their participation with the child in intellectual activities.

Academic achievement of children in the early grades and "general" parental behaviors (largely descriptive of "social climate") were found to be significantly related, but primarily with regard to mothers and

daughters - such that mothers of academically competent girls were less affectionate and less nurturant toward their daughters than were mothers of less proficient girls. The essential distinction for fathers was a tendency for those who had academically proficient daughters to use praise more often and to criticize less.

More "specific" variables, such as parents' expressed values for intellectual performance and satisfaction with the child's performance, were related to the child's achievement regardless of sex.

Crandall, V. J., Preston, A., & Rabson, A. Maternal reactions and the development of independence and achievement behavior in young children. Child Development, 1960, 31, 243- 251.

MATERNAL INFLUENCE ON ACHIEVEMENT

Ratings were obtained for: a) achievement behavior in nursery school freeplay situation, b) child-mother interaction in the home, and c) mother reactions to child behavior.

The results depict a high-achieving a child as one who is less dependent upon the mother for emotional support and whose mother frequently rewarded achievement efforts.

Found that "neither maternal affection nor independence training was predictive of the children's achievement behavior."

Cupit, W. G. Operation home start. NEA Journal, September 1967, 56, 53-54.

Head start works with the children.
Home start works with the parents.
Waianae, Oahu
  children are Hawaiian, Portugese, Japanese, and Chinese.
  deprived area
Home start is staffed completely by volunteers.
Activities employed:
1. Six meetings with parents, preschool and kindergarten teachers, school nurse, public health nurse.
2. Coffee hours to exchange ideas and areas of help.
3. Closed TV of teachers working with children.
4. Skits by parents showing home after and before home start.
5. Guest lectures.

Dickman, L. Defining paraprofessional programs. Wisconsin Journal of Education, November 1968, 101, 20+

USE OF AIDES

The literature is limited to primarily descriptions of programs with a dearth of research in the assessment of such programs.

Teachers prefer trained aides rather than aides who need to be trained by the receiving teachers.

Preservice emphasized over inservice training.

Preservice training sessions for aides may include the following provisions:

1. Define role of teacher aide.
2. Orient the aide to a general philosophy of education for schools in a democratic society.
3. Discuss some desirable characteristics of aides in a helping role.
4. Guide the aide in understanding high ethical standards related to confidential school information.
5. Prepare aides in terms of specific jobs to be undertaken, e.g. clerical, supervisory, instructional.

Stating the objectives of a program behaviorally allows for more precision in evaluation.

Placement of the following objectives will depend on the length of time available for inservice training, the role the aide will fill and the situation the aide will be placed in.

The aide will:

file materials, reports, records
keep attendance records
collect milk money, or other monies to be collected
record necessary information, such as pupils' names, ages, sex, on report cards, pupil folders, etc.
correct tests and written exercises of pupils
order materials, films, etc.
arrange bulletin board
make instructional materials
inventory materials
repair torn materials
assist in dismissal of students by helping with wraps, etc.
participate in fire drills and facilitate their success
file, mount and clip pertinent pictures from magazines and newspapers
run errands when needed
distribute, collect or return materials
supervise games, plays, washrooms, corridors, cafeteria
observe and note child's behavior
write necessary information on chalkboard
arrange conferences with parents, school personnel and pupils
make field trip arrangements and chaperone trips
operate audio-visual equipment
prepare transparencies
read to children
take dictation of children's stories
type materials for teacher and pupils
listen to children read, talk, and sing
help children write stories, assisting with spelling, punctuation, capitalization.

Drews, E., & Teahan, J. E. Parental attitudes and academic achievement. Journal of Clinical Psychology, 1957, 13, 328-332.

Drews and Teahan found that high achievers tend to have been reared in families where adult standards were not questioned and where mothers were more "authoritarian and restrictive."

Ebel, R. L. Measurement applications in teacher education: a review of relevant research. Journal of Teacher Education, Spring 1966, 17, 15-25.

Human, interpersonal relations are important in teaching but attempts to use personality tests or bases for selecting prospective teachers have not been successful. (p. 24)

Endres, M. P. & Evans, M. J. Some effects of parent education on parents and their children. Adult Education, Winter 1968, 18, 101-111.

The effects of a parent education program on knowledge, attitudes, and overt behavior of parents and self-concepts of their children were studied.

Three randomized groups of fourth graders (N=90) and their parents comprised the experimental, placebo and control groups. Middle class, mid-western location.

Analysis of variance revealed that experimental parents manifested significantly greater knowledge, but showed no significant difference in overt behavior.

Feazell, O. H. Woodward, Iowa, takes head start home to parents. In J. Frost, Early childhood education rediscovered. New York, Holt, Rinehart & Winston, 1968, 560.

Title I ESEA

Project is done in home rather than school.

By reinforcing the home, educationally, all of the children within the family will benefit and parents will have the satisfaction of being a part of this process.

Individual as well as group contact made with home to become aware of needs of each family.

One of main objectives is parent education.

Small groups of mothers of preschool children attend meetings on a variety of topics, such as discipline, nutrition, activities and materials for readiness, behavior patterns, etc.

About $158 per family for a year.

Fowler, W. Cognitive learning in infancy and early childhood. Psychological Bulletin, 1962, 59(2), 116-152.

Franko, A. Mt. Vernon, N.Y. mixes mothers and montessori. In J. Frost (Ed.) Early childhood education rediscovered, New York, Holt, Rinehart, & Winston, 1968, 557-559.

PARENT AIDES

Preschool program for four year olds.

Store-front child center located in disadvantaged neighborhood it serves. A great deal of selection went into mothers and children accepted.

Twenty-four (24) children for five months.

In fall 1965 went to 120 kids, two shifts.

Children came at specific time for one hour sessions, 9-3.

Sessions concentrated on Montessori "didactic" materials to develop expression language use.

Twelve kids and teacher and assistant and two mothers who work with teachers and make constant home visits.

Mothers and assistants trained on the job.

"The mothers must not be lectured to about what their children's aspirations should be, but helped to learn what they are and then to work actively to assist them in achieving them." (p. 558).

"A great deal of preliminary work must be done with the mothers before launching the program. The mothers must claarly understand that the center is a school and not either a 'baby sitting' project or another social service agency to minister to their physical needs."

Freeberg, N. E. & Payne, D. T. Parental influence on cognitive development in early childhood: a review. In J. Frost (Ed.), Early Childhood Education Rediscovered. New York, Holt, Rinehart, & Winston, 1968, 241.

RESEARCH METHODOLOGY

Research concerned with direct relations between parental practices and child development has tended to focus upon dependent variables concerned with physical development, personality formation, and behavior adjustment. Attempts to incorporate measures of cognitive skill and intelligence are relatively recent by comparison. Where studies have been undertaken, they generally deal with children of elementary school levels, and they rely heavily upon retrospective reports by the mother regarding parental practices in early childhood.

ACHIEVEMENT

In the measurement of achievement, as for intellectual performance, the pattern of parental influence that emerges from these studies would appear to be sex-dependent as well as the result of overt parental pressures for achievement along with expressed attitudes indicating a high level of aspiration for the child.

Glovinsky, A., & Johns, J. Paraprofessionals are in schools to stay - true or false? Nations Schools, August 1968, 82, 24-25.

DEFINITION

A paraprofessional is defined as a person who has less than the required or expected level of education or training, but who is performing duties usually performed by the professional under the direct supervision of the certificated person.

## APPENDIX

1. Virtually all large urban school systems currently employ paraprofessionals. T F
2. Lack of know-how in the training of paraprofessionals is the chief element preventing growth in the paraprofessional concept. T F
3. Recently negotiated contracts, which call for duty-free lunch periods for teachers, result in intensified interest in paraprofessional potential. T F
4. Research indicates that paraprofessionals should be hired to perform only clearly defined tasks. T F
5. Administrators and teachers soon realize that paraprofessionals can be used to reinforce instruction, to assist in working with boys and girls. T F
6. Each school or system must decide on what its paraprofessionals should do; there need not be agreement on every aspect of the paraprofessional task. T F
7. Paraprofessional training must be based on clearly understood performance goals. Role must be defined in behavioral terms. T F
8. Paraprofessionals need upward mobility; schools benefit when opportunities for growth on the job are provided. T F
9. Defining the paraprofessional role forces redefinition of the teacher role. T F
10. Paraprofessionals achieve greater effectiveness under the guidance of a central office coordinator specifically assigned to them. T F
11. Advisory councils facilitate acceptance of paraprofessionals in schools. T F
12. Sound personnel practice requires a high school diploma as a prerequisite for paraprofessional employment. T F
13. Officers of professional associations and unions see the influx of paraprofessionals as corrosive to the aims of their organizations. T F
14. The impact of paraprofessionals in schools will be felt initially at the secondary level. T F
15. Role-playing, self-analysis, games, simulation, small group participation-doing things- are promising training activities for paraprofessionals. T F
16. Teachers must be trained to use paraprofessionals. T F
17. Paraprofessionals provide desirable linkage between school and community. T F
18. Teachers, administrators, community leaders, and paraprofessionals themselves, work together to determine the roles of new educational workers. T F
19. Paraprofessionals improve school programs by serving as teacher-counselor-administrator assistants. T F
20. At present the overwhelming support for paraprofessional program comes from ESEA Title I and OEO funds. T F

DEFINITION

A paraprofessional may be a paid or volunteer worker. He may be assigned to assist a teacher, counselor, librarian, or administrator. He may provide general school aid which cuts across rigid position descriptions. In short, a paraprofessional may work in the school or community on tasks, usually performed by the professional or not performed at all. (p.24)

Heppner, H. L. Aides - a boon, a blessing, an open sesame. CTA Journal, March 1969, 39-40+.

Murchison Street Elementary School in East Los Angeles.
Team concept of teachers and aide.
Each help the other in inservice program.

Hess, R. D. Effects of maternal interaction on cognitions of pre-school children in several social strata. Paper presented at the meetings of the American Psychological Association, Chicago, September 1965.

Hess is presently conducting a series of studies with pre-school children that require mother-child interaction in a problem-solving situation. His focus is on the way in which the mother assists the child in solving problems and the nature of the "cognitive environment" which she provides.

Findings:

Results indicate that when mothers provide "restrictive language codes" (i.e. language that provides a smaller number of alternatives to act on, fewer choices to be made, and fewer possibilities for thought), the child's problem-solving ability is diminished.

Hurley, J. R. Maternal attitudes and children's intelligence. Journal of Clinical Psychology, 1959, 15, 291-292.

Hurley re-evaluated the Drews and Teahan data to show that although mothers of high academic achievers tended to be more dominant and ignoring toward their children, mothers of "gifted" (high Binet IQ) children tended to be less so.

Introduction to success: Ohio University's teachers aide program. American Education, May 1967, 3,25-6+.

TEENAGE AIDES FOR PRESCHOOLERS

Ohio University started a Teenage Teacher Aide Program

1. Students were the University's College of Education and junior and senior high school students.
2. Placed in preschool setting.
3. Children and aides all from poverty background.
4. 133 trainees for five weeks.
   a. Trainees paired with college student.
   b. Curriculum focused on preschool language arts, science, music, art and recreation.

c. Mixed with fun side of college.
d. Involved in sensitivity sessions.

5. Trainees returned to their homes with college partner who stayed six weeks as both would work in local headstart programs.
6. Trainees return to University for one week for evaluation.
7. Trainees return home and work eight hours a week after school for headstart and are paid $1.25 per hour from Neighborhood Youth Corps funds.
8. Second year some of the trainees will replace college students in summer program.
9. Teenagers seem to have the emotional qualities which are necessary: energy, instinct for nurture, enthusiasm, empathy, capacity for love, capability for dedicated contribution. (p. 25).
10. Teacher aides should ideally be drawn from the ethnic and social groups they will serve. (p. 25).
    a. Less difficulty in communication and understanding of problems.
    b. Aides are models for way out of poverty. (p. 25).

Kagan, J. & Moss, H. S. Birth to maturity, a study of psychological development. New York: Wiley, 1962.

Age dependence has also become a variable of recent concern. Variations in the consequences of a parental practice, as a function of the child's age level at the time the practice is introduced, have been termed the "sleeper effect" by Kagan and Moss. Evidence presented by these authors indicated that there may be critical periods in the child's development when a particular parental practice may be more effective in shaping later development than if it is introduced at other than the "optimum" age or developmental level.

Mama goes to nursery school - Malabar Street School in East Los Angeles. American Education, 1967, 3, 10-11.

PARENTS AS AIDES

1. 4-14 months in class of eighteen(18) preschool children daily.
2. Two visits to each home.
    a. One just prior to school opening.
    b. Funded Title IV of ESEA.

Milner, E. A. A study of the relationships between reading readiness in grade one school children and patterns of parent-child interactions. Child Development, 1951, 22, 95-112.

Another approach to uncovering pertinent aspects of parental influence is through the child's responses to questions about the home environment, an approach used by Milner.

Subjects:
First grade children were classed as "high" and "low" scorers on the Haggarty Reading Examination and the Language Factors subtest of the California Test of Mental Maturity.
Findings:
The high scorers showed significantly more responses for such parental behavior-related items as: expresses appreciation for the time the mother spent taking them places and reading to them, possession of several or a great many storybooks, and the fact that the parents regularly read to them.

Pint-size tutors learn by teaching. American Education, April 1967, 3, 20+

STUDENT AIDES

1. For some children the most effective teacher is another child, who often learns as much as he teaches.
2. California school - Unachieving first grades taught by sixth graders. Use gifted, backward, and problem children as tutors. Having responsibility helped tutors.
3. Case study teaching numbers. (p. 20).
4. Children tell the younger ones why they must learn and reinforce their own need for staying in school.

Reissman, F., & Gartner, A. New careers and pupil learning. CTA Journal, March 1967, 6-9.

EFFECTIVENESS OF AIDES

The bulk of the current literature on the use of paraprofessionals in the school focuses upon their activities in the classroom, their selection, training, and compensation, and the interaction between teacher and aide. Less documented is the relationship of the aide to the pupil performance, the probable impact of aide programs upon issues of local control, decentralization and community participation; and the importance of career advancement programs for aides. (p. 7).

Study: In Minneapolis, the Metropolitan Reading Readiness test given at five month intervals to 234 children, indicates that pupils in kindergarten classes with an aide made significantly greater gains in reading readiness, number readiness, and total readiness than did matched children in classes where there was no aide. Aide-assisted classes gained fifteen (15) points from a pretest score of 49 to a post-test score of 64, compared with an average total readiness of ten points for those classes with no aides.

Study: In Greenburgh, New York, comparing second grade classes with an aide with those that had no aides found that the number of classes scoring above grade level increased from two to five, those scoring below grade level decreased from five to four.

Study: A study of 4,905 aides in Wayne County, Michigan revealed that school administrators and teachers agreed that paraprofessionals are effective in improving the education of children.

Study: Greeley, Colorado - ESEA Title II demonstrated gains in pupil performance and teachers attributed these gains to the work of paraprofessionals.

Study: Department of Psychology, University of Indiana reported remarkable reading performance gains of children who were tutored by paraprofessionals. These aides tutored first grade children fifteen minutes a day, five days a week, in some fifty projects in twelve states - aides received twenty-one hours of programmed instruction.

New York Board of Education reported on a program conducted by a model anti-poverty program. Mobilization for Youth states that over a five month period where older children (themselves low achievers) tutored younger children with reading difficulties, those tutored gained 6.0 months compared to a control group's gain of 3.5 months. The tutors, meanwhile, gained 2.4 years compared to a control group of 7.0 months. (p. 7).

STAR (supplementary Teaching Assistance in Reading), a program sponsored by Mobilization for Youth, uses paraprofessionals to train parents to read to children. First grade youngsters from predominantly Puerto Rican families scored higher in nine different reading tests, after their parents were trained one hour per week, than did matched children who received two hours of remedial instruction per week from professionals.

The use of paraprofessionals is a way of involving community.

Rosen, B. C., & D'Andrade, R. The psychosocial origins of achievement motivation. Sociometry, 1959, 22, 185-218.

Found that boys with high-need achievement scores had parents with higher aspirations for them and a higher regard for their competence and were fairly quick to disapprove if the child performed poorly.

Schaefer, E. S. & Bell, R. Q. Development of a parental attitude research instrument. Child Development, September 1958, 29, 339-361.

Has copy of instrument.
Reports reliability and standardization.

Shaw, M. C. Note on parent attitudes toward independence training and the academic achievement of their children. Journal of Educational Psychology, 1964, 55(6), 371-374.

Shaw states that early independence is a factor favoring academic achievement.

Shields, G. A. Classification needed. CTA Journal, March 1969, 10.

1. Two years Associate in Science Degree
   a. Ambiguity by school districts regarding policies, duties and responsibilities of aides.
   b. Bring teacher and aide together for training.

2. a. Instructional aide I
   12 hours higher education
   50 hours supervised laboratory field work
   b. Instructional aide II
   30 hours higher education
   150 hours field work
   c. Instructional aide III
   Above requirements plus two years junior college degree or equivalent.

Siegel, A. E. Aggressive behavior of young children in the absence of an adult. Child Development, September 1967, 28, 371-378.

PARENTS

Concerns differences in children's behavior in a play situation
1. found decreasing amount of agression
2. less with parents there
3. agression declined

Small - N= 24, 12 boys, 12 girls
3 years, 9 months to 5 years, 1 month
matched pairs.

Sontag, L. W., Baker, C. T., & Nelson, V. L. Mental growth and personality development: a longitudinal study. Monographs of the Society for Research in Child Development, 1958, 23(2), (Serial No. 68).

Emotional dependence upon the mother by the preschool child was shown to be related to lower-need achievement and declining IQ scores.

Stewart, R. S. Personality maladjustment and reading achievement. American Journal of Orthopsychiatry, 1950, 20, 410-417.

Indulgent and over-protective mothers in Stewart's study had children who tended to be inferior in reading achievement.

Teacher stretchers: home visiting aides. American Education, 1967, 3, 27-28.

AIDES IN THE HOME

Person with high school diploma
1. Visits home
2. Aware of school and home problems
3. A member of the neighborhood
4. Translates school's program and child's needs (ex. - get kid glasses.)
5. Tell parent how to read to child, etc.

Vanderpool, A. California's instructional aide act. CTA Journal, March 1969,5+

LEGISLATION

Bill AB 1400 is to authorize school districts to employ Instructional Aides to assist teachers in supervision and instruction of pupils so that teachers may use their energies and specialized skills more effectively.

1. Provides clear legal basis for school districts to employ non-certificated personnel to assist teachers in supervision and instruction of pupils.
   a. Previous laws had limited aides to non-teaching chores or were unclear in this respect. (p. 5)
2. 10,000 aides in California plus thousands of volunteers prepare materials, listen, read, and take field trips.
3. Utilization of aide by the teacher has been maximized when both are trained together. (p. 5 ).
4. Minority group aides useful (p. 5 ).

Watson, G. Some personality differences in children related to strict or permissive parental discipline. Journal of Psychology, 1957, 44, 227-249.

Watson presented results that tend to favor the "permissive" home as one that stimulated intellectual activities of better quality.

Winterbottom, M. The relation of need for achievement in learning experiences in independence and mastery. In J. Atkinson (Ed.), Motives in fantasy, action and society. Princeton, New Jersey, Van Nostrand, 1958.

Similar to the controversy over social environment in the home has been the discussion of the variables concerned with fostering independence and dependence. Winterbottom reported that boys with high-need achievement had mothers who prompted earlier self-reliance and independence.

Wolf, R. M. The identification and measurement of environmental process variables related to intelligence. Unpublished doctoral dissertation, University of Chicago, 1964.

N = 60 fifth-grade students
Data collected by interviews and questionnaires
Method:

Those aspects of the home which were considered as most relevant to the development of general intelligence were incorporated as items in an interview schedule of 63 questions.

The items were then used as a basis for ratings on 13 scales designated as "Environmental Process Characteristics." The correlation of the total score (which was a summation for the 13 scale scores) and the child's IQ score was .69.

The best relations were found for those scales dealing with the parents' intellectual expectations for the child, the amount of information that the mother had about the child's intellectual development, the opportunities provided for enlarging the child's vocabulary, if the extent to which the parents created situations for learning in the home, and the extent of assistance given in learning situations related to school and non-school activities.

VITA

MARTIN JOEL KAUFMAN

| | |
|---|---|
| Birthdate and Place: | New York, New York -- September 22, 1941 |
| Residence: | 5610 Shoalwood Avenue, Austin, Texas |
| Education: | Croton-Harmon High School, Croton-on Hudson, New York, 1959 |
| | College of William and Mary, Williamsburg, Virginia, 1964, B.A. |
| | City College of New York, New York, New York, 1964 |
| | Syracuse University, Syracuse, New York, 1965 |
| | University of Virginia, Charlottesville, Virginia, 1965-66 (extension courses) |
| | College of William and Mary, Williamsburg, Virginia, 1966, M.Ed. |
| | University of Texas, Austin, Texas, 1967 to present (Doctoral fellow, anticipate finishing August, 1970) |
| Present Position: | Social Science Research Associate, University of Texas at Austin, Austin, Texas |
| Experience in Field: | Teacher of Culturally Disadvantaged, Garnett-Patterson Junior High School, Washington, D. C., 1965-66 |
| | Principal, Vocational Counselor and Teacher, Partridge Schools and Rehabilitation Center, Gainsville, Virginia 1966-67 |
| | Substitute Teacher, elementary-regular and special education, Austin Public Schools, 1967-68 |
| Professional Activities: | Legislative Consultant to Texas Association for Children with Learning Disabilities, 1968 |
| | Addressed Texas Association for Children with Learning Disabilities Convention, |

Professional Activities: (continued)

San Antonio, Texas, 1968 (Topic: Proposed Legislation for Children with Learning Disabilities)

Chairman of Colloquia on Current and On-going Graduate Research, National Council of Exceptional Children, Denver, Colorado, 1969

Delivered Paper, National Council of Exceptional Children, Denver, Colorado, 1969 (Topic: A Correlation Study of Near and Far Point Acuity)

Panel Discussant, Southwest Psychological Association, Austin, Texas, 1969 (Topic: The Relationship of the School Psychologist to Special Education)

Wrote B.E.H. Research Grant OEG-0-9-532180-4142 (032) "An Investigation of the Educational Outcomes of Four Programs Differing in Duration of Provision for MBI Children" for Gerald Hasterok, 1969

Delivered Paper, Southwest Psychological Association, St. Louis, Missouri, 1970 (Topic: "An Investigation of the Educational Outcomes of Four Programs Differing in Duration of Provision for MBI Children")

Present Professional Memberships:

Council for Exceptional Children

National Society for Study of Education

American Educational Research Association

Southwest Psychological Association

Society for Research in Child Development